



Wellbeing Award  
for Schools

## Wellbeing Award for Schools (WAS)

### Action Plan

School name:	Primrose Primary School
School address and postcode:	Phoebe Street, Ordsall, Salford M5 3PJ
School telephone:	0161 921 2400
School website:	<a href="http://www.primrosehillprimary.co.uk/news">www.primrosehillprimary.co.uk/news</a>
Head teacher:	Mr Lee Ashton
Head teacher's email:	lee.ashton@salford.gov.uk
WAS coordinator:	Sara El-Ghaly
WAS coordinator's email:	[REDACTED]
Award adviser:	Jill Tordoff
Award adviser's email:	[REDACTED]
Date of registration:	6 <sup>th</sup> December 2021
Provisional month for verification: (usually 12-15 months after registration)	

**Brief description of the school (this may be copied from the SSEF). You may wish to use information from Ofsted or similar.**

Primrose Hill primary school is a larger than average-sized primary school. There is a well-above average proportion of pupils eligible for pupil premium and the school is in a deprived area with high levels of unemployment. The proportion of pupils who speak English as an additional language and are SEND is above the national average. Primrose Hill was judged by Ofsted in June 2018 as Requires Improvement but the report noted there was evidence that the recently appointed headteacher, with the new senior leadership team, was bringing about rapid improvement.

**Objective 1**

**The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.**

**Adviser’s comments on the school’s achievements**

The school recognises that the well-being of children is essential to ensure all pupils achieve their potential and pupils are nurtured and inspired to be the best they can be. The school is inclusive and values each individual for their unique qualities. .

The recently appointed mental health lead has carried out an extensive range of research and there is evidence of a commitment to promoting a wide range of emotional well-being and mental health (EWMH) strategies. The WAS award now provides the opportunity to embed this existing practice and identify further areas for development.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
The award process is reviewed by the Senior Leadership Team (SLT) and governors and formally	PA	<b>Evidence required for the portfolio:</b> Minutes from the relevant SLT and governor meetings		

adopted.		Extract from head teacher report to governors		
A statement of commitment is signed and stored in the portfolio of evidence.	PA	<b>Evidence required for the portfolio:</b> A copy of the statement of commitment signed by the Head Teacher and Chair of Governors and uploaded.		
A Change Team is nominated and appointed.	PA	<b>Actions required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Change team to meet half termly</li> <li>• Include membership and roles -include a KS1 teacher</li> <li>• Pupil perspective gathered</li> </ul> <b>Evidence required for the portfolio:</b> <ul style="list-style-type: none"> <li>• List of roles and responsibilities</li> </ul>		
The School Self-Evaluation Form is completed.	<b>Achieved</b>	<ul style="list-style-type: none"> <li>• The self-evaluation form completed</li> </ul>		
The Stakeholder Evaluation Forms are sent out and the results analysed.  WAS questionnaires completed Nov 2021. 12 returns for staff, all KS2 (112) pupils and 124 parents	PA	<b>Actions required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Ask all TA's to complete WAS evaluation questionnaire</li> <li>• Repeat pupil questionnaire to staff, pupils and parents prior to final verification</li> <li>• If you use paper copies at 1:1 meetings these need to be inputted by hand to the electronic results</li> <li>• Analysis of returned stakeholder evaluations. Identify numbers returned, collate positive comments, suggested improvements and next steps</li> <li>• All stakeholders informed of the findings and subsequent actions to be taken eg You said, We Did.</li> </ul> <b>Evidence required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Overview of collated evidence from each stakeholder with analysis and evaluation in the form of pie charts. Compare baseline data with repeat information</li> </ul>		
The Action Plan is prepared and approved by the SLT.	PA	<b>Action required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Review action plan with Change Team each half term</li> </ul>		

		<ul style="list-style-type: none"> <li>• Co-ordinator discuss action plan with SLT. Annotate</li> </ul> <b>Evidence required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Copy of Action Plan signed by SLT</li> </ul>		
The whole –school community shared with all key stakeholders.		<b>Evidence required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Emails to staff and discussion at staff meetings, newsletters, pupil voice activities</li> <li>• Governor minutes</li> </ul> Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms: <ul style="list-style-type: none"> <li>• Theme 1: Providing information about the award</li> </ul>		
EVALUATION: The Action Plan is regularly monitored, progress is evaluated, and the findings shared and acted upon.	PA	<b>Action required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Change team and SLT review action plan at regular intervals</li> </ul> <b>Evidence required for the portfolio:</b> <ul style="list-style-type: none"> <li>• A copy of the annotated Action Plan showing progress towards actions</li> <li>• Evidence of how the findings are shared and acted upon</li> </ul>		

## Objective 2

The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

### Adviser's comments on the school's achievements

There is a priority on improving outcomes in the school and all staff recognise that ensuring positive emotional well-being and mental health (EWMH) is essential. The school may wish to adopt the 5 Ways to Well-being to provide a clarity and solid foundation to further develop aspects of EWMH.

The medium and long term EWMH strategy (KPI 2.5) should include some fundamental elements: the outcomes you are trying to achieve and how they support your ethos; the steps you will take to achieve these outcomes and the means by which you measure your success in achieving these outcomes. The key objectives in this action plan will help you to identify areas to include in the strategy. It is important to reflect and incorporate a broad understanding of EWMH in the strategy and establish links to other relevant sections of the SDP.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
2.1 The school's vision statement is in place that puts emotional wellbeing and mental health at the heart of the school's aspirations.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Make explicit links to EWMH in collaboration with headteacher, WAS co-ordinator and change team</li> <li>• Share and develop with all stakeholders to ensure it is accessible and user friendly</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Upload evidence of how the vision statement puts EWMH at the heart of the school's aspirations. Collate evidence from previous photographs, agenda meetings</li> </ul>		
2.2. The school has reviewed its provision and understands how it currently supports emotional	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Provide whole school EWMH provision map showing support at different levels -universal, targeted and higher</li> </ul>		

<p>wellbeing and mental health and where strengths, gaps and weaknesses in provision exist.</p>		<p>level needs</p> <ul style="list-style-type: none"> <li>• Change team conduct a SWOT analysis of strengths, gaps and weaknesses and share with all staff</li> <li>• Identify any training related to this area and findings can also inform the long-term strategy (KPI 2.5).</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• A SWOT analysis or mapping exercise to show review of EWMH provision, strengths, gaps/areas to develop</li> <li>• Findings from WAS stakeholders questionnaires to inform provision</li> </ul>		
<p>2.3 All relevant school policies (bullying, safeguarding, etc.) have been audited to ensure they connect with the school's work on emotional wellbeing and mental health.</p>	<p><b>PA</b></p>	<p><b>Actions required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Review EWMH policy and check understanding with parents</li> <li>• Audit policies to ensure connect with emotional well-being and mental health</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• A copy of schools audit of policies</li> </ul>		
<p>2.4 The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.</p>	<p><b>PA</b></p>	<p><b>Actions required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Whole staff training to look at risk factors, what school does and what requires development</li> <li>• Identify gaps and CPD to inform part of the long-term strategy (KPI 2.5)</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Evidence of how risk factors have contributed to EWMH strategy</li> <li>• Common risk factors for pupils</li> </ul>		
<p>2.5 A strategy for emotional wellbeing and mental health, which takes into account all reviews and audits and addresses any gaps in provision,</p>	<p><b>MMDN</b></p>	<p><b>Actions required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Collate results from reviews/WAS questionnaires and evaluate current practice to inform the development of a written EWMH strategy (keep simple and include sections for pupils, staff and parents )</li> </ul>		

<p>is approved and in place.</p>		<p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• A copy of written EWMH strategy with medium and long term actions, timescale, resources, person responsible and expected outcomes</li> </ul>		
<p>2.6 The strategy and vision statement are communicated to the whole-school community.</p>	<p>MMDN</p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Change team to develop user friendly information/poster to share EWMH strategy and vision with all stakeholders</li> <li>• Keep copies of letters, leaflets, newsletters, meeting agendas etc used to inform the school community about the strategy</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Overview of strategies used to inform the school community about the EWMH strategy</li> </ul>		
<p>2.7 EVALUATION: The SLT has identified a clear set of outcomes for measuring the impact of the strategy and progress towards them is monitored and appropriate follow-up action taken.</p>	<p>MMDN</p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Change team and SLT review range of outcomes for measuring impact of EWMH strategy eg pupil progress, attainment, attendance (staff and pupils), increased pupil and staff confidence, improved behaviour, increased independence</li> <li>• Analysis of data from range of areas eg evaluation following training, data from safeguarding/behaviour system, teacher comments</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Copy of annotated outcomes in EWMH strategy and progress towards them</li> </ul>		

### Objective 3

The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

#### Adviser's comments on the school's achievements

The school has a very positive culture with evidence of EWMH being at the centre of school activities. For example, Wellbeing Wednesday's have been introduced which includes activities such as yoga, meditation, bingo, mindfulness, netball and circus skills. In addition whole school assemblies such as on anti-bullying and mental health awareness week are used to promote an increased understanding of the importance of positive well-being and to promote British Values through the spiritual, moral, social and cultural (SMSC) development of all pupils. The timetable has been adjusted to move subjects such as Art, Music and PE to the morning to help improve attendance and throughout the day brain breaks are used and children are being encouraged to talk about their feelings. children are being encouraged to talk about their feelings. The WAS award will help to ensure practice is consistent and embedded throughout the school and there is also the opportunity to engage parent/carers in using some of EWMH strategies at home.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
3.1 The school takes steps to create an awareness across the whole-school community of the importance of emotional wellbeing and mental health, including its impact on academic performance.	PA	<b>Action required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Create EWMH link on website</li> <li>• Share vision and highlight links to EWMH within curriculum and enrichment activities</li> </ul> <b>Evidence required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Upload overview of activities</li> <li>• Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms:               <ul style="list-style-type: none"> <li>○ Theme 2: Understanding the importance of emotional wellbeing and mental health.</li> </ul> </li> </ul>		
3.2 The whole-school community has contributed to the vision	PA	<b>Action required for the portfolio:</b> <ul style="list-style-type: none"> <li>• Gain pupil, staff, parent and governors perspective on key</li> </ul>		



<p>and strategy for emotional wellbeing and mental health.</p>		<p>elements of EWMH strategy</p> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Summary of key engagement activity/comments from pupil voice, parent engagement, governors and staff involvement. (Refer to actions in 2.2 and 3.1)</li> </ul>		
<p>3.3 The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.</p>	<p>PA</p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Include translation facility on the website</li> <li>• Share language app to accelerate language acquisition skills and access ESOL classes</li> <li>• Develop EWMH user friendly information</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• EWMH user friendly information and links for support</li> <li>• Results from WAS Staff, Parent and Pupil Stakeholder Evaluation Forms: <ul style="list-style-type: none"> <li>○ Theme 3: Understanding my role in promoting emotional wellbeing and mental health</li> </ul> </li> </ul>		
<p>3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.</p>	<p>MMDN</p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Production of an accountability framework which clearly shows how all members of staff are accountable, how the school measures success and how the progress towards the vision is reported upon (an example can be adapted from the Award Place guidance)</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• A copy of an accountability framework</li> </ul>		
<p>3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health.</p>	<p>PA</p>	<p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Summary of anti-stigma interventions introduced eg Rainbow laces, anti-racism etc and include calendar of events</li> </ul>		

<p>3.6 EVALUATION: The school evaluates the extent to which the whole-school community feels comfortable talking about, and taking responsibility for, emotional wellbeing mental health within the school, and appropriate follow-up action is taken.</p>	<p>PA</p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Identify opportunities to discuss with parents how comfortable they feel talking about their child and their own EWMH eg parent focus group, induction events</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Results from the WAS Staff, Parent and Pupil Stakeholder Evaluation Forms (select relevant section)             <ul style="list-style-type: none"> <li>Theme 4: Ensuring emotional wellbeing and mental health is seen as the responsibility of all.</li> <li>Theme 6: Encouraging people to talk about mental health issues.</li> </ul> </li> </ul> <p>Results from pupil and staff voice            Evidence of feedback from WAS questionnaires, parent focus group - "You said...we did"</p>		
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## Objective 4

### The school actively promotes staff emotional wellbeing and mental health.

#### Adviser's comments on the school's achievements

There is evidence the school has already consulted staff on aspects of EWMH and the WAS award provides an opportunity to reflect on practice and consider new areas of development for example to reduce workload. A coaching approach will support the sharing of effective practice and provides an opportunity for personal development.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
4.1 Staff emotional wellbeing and mental health is specifically included in the strategy.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Staff EWMH is to be included in the EWMH strategy – what else needs to be included?</li> </ul> <p><b>Evidence required for the portfolio:</b>            Staff EWMH strategies are specifically identified in the EWMH strategy and future actions identified</p>		
4.2 A budget is in place and resources allocated for staff emotional wellbeing and mental health.	PA	<p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>A copy of the budget and resources allocated for staff EWMH (collate existing spend)</li> </ul>		
4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Make more explicit EWMH within induction process</li> <li>Change team reviews and collates range of staff wellbeing interventions, ways to reduce stress and rewards systems</li> <li>Share with all staff and add any additional</li> </ul>		

		<p>suggestions. Include in EWMH strategy</p> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Relevant parts of policies/EWMH strategy</li> <li>• Overview of feedback from staff on support mechanisms</li> </ul>		
4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.	PA	<p><b>Evidence in place:</b></p> <ul style="list-style-type: none"> <li>• LA Appraisal policy followed</li> <li>• Review process to potentially includes aspect EWMH</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• A copy of Appraisal policy highlighting where EWMH is emphasised</li> <li>• Anonymous copy of performance management review identifying EWMH support</li> </ul>		
4.5 EVALUATION: Feedback is gathered from staff about the quality of support in place for their emotional wellbeing and mental health, and appropriate follow-up action is taken.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Refer to evidence collated for 3.6 on staff well-being</li> <li>• Feedback from head teacher on anonymous numbers of staff accessing support and key areas of need</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Change team suggestions and staff additions</li> <li>• Staff appraisal overview of key aspects</li> <li>• Results from any questionnaires and the Staff Stakeholder Evaluation Forms:</li> </ul> <ul style="list-style-type: none"> <li>○ Theme 11: Supporting staff EWMH</li> </ul>		

## Objective 5

The school prioritises professional learning and staff development on emotional wellbeing and mental health.

### Adviser's comments on the school's achievements

The WAS award provides the opportunity to identify what training staff feel would be of benefit to increase their skills and understanding of EWMH. . It will be important to integrate this professional learning and development into the whole school CPD programme. The school would benefit on reflecting on what subject specific training relates to EWMH, for example literacy and the use of fiction to discuss emotions and PE to consider the importance of physical activity in promoting good well-being.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
5.1 Professional learning and staff development forms part of the strategy, including consideration of resource allocation.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Ask staff to identify training needs to inform EWMH strategy</li> <li>Ask SLT if any planned or existing training relates to EWMH.</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Upload relevant section of the EWMH strategy or relevant document</li> </ul>		
5.2 The school is aware of current confidence and capacity among staff in promoting emotional wellbeing and mental health, and training needs are identified.	PA	<p><b>Action required for the portfolio:</b></p> <p>Develop a proforma for evaluation of training (or Blue Sky?) and how it will influence next steps in practice</p> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Overview of training feedback</li> <li>Results from the Staff Stakeholder Evaluation Forms: Theme 7: Promoting professional development and training</li> </ul>		

		<p>for emotional wellbeing</p> <p>Theme 8: Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health</p> <p>Theme 9: Identifying mental health issues.</p>		
5.3 The school has a targeted short-term and long-term CPD programme in place that includes emotional wellbeing and mental health, with training opportunities offered.	MMDN	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Update strategic CPD calendar and make explicit short term and long term links with EWMH</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Upload strategic CPD relating to EWMH</li> </ul>		
5.4 A programme of mental health awareness training is available to all staff.	MMDN	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Update strategic CPD calendar and make explicit EWMH short term and long term</li> <li>Repeat EWMH training to all staff to ensure 80% take up</li> <li>Staff WAS stakeholder forms repeated</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>80% take up of awareness training</li> <li>Highlight relevant section of CPD training plan and /or EWMH strategy</li> </ul>		
5.5 EVALUATION: The school evaluates the extent to which all teaching staff feel they have the knowledge and skills to promote emotional wellbeing in their class teaching, and appropriate follow-up action is taken.	MMDN	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Change team and WAS co-ordinator reflect on completed staff questionnaire to establish impact and future next steps/actions</li> <li>Compare Staff Stakeholder Evaluations Forms from the introduction of the Wellbeing Award and those carried out prior to Final Verification.</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Analysis from school external and internal CDP feedback</li> </ul>		

		<p>sheets</p> <ul style="list-style-type: none"> <li>• Results from Staff Stakeholder Evaluation Forms:             <ul style="list-style-type: none"> <li>- Theme 8: Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health.</li> </ul> </li> </ul>		
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## Objective 6

**The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately.**

### Adviser's comments on the school's achievements

The school has established systems to respond to the needs of all children as well as supporting the diverse needs of vulnerable families. Regular pastoral meetings ensure that pupils' needs and support are discussed, with a plan put in place and the co-ordinator is to discuss with the SENCo what links have been established with other professionals. The co-ordinator, with support from the SENCo, can also identify the EWMH assessments and interventions used to help measure impact. There is also the opportunity to ask a parent focus group for their feedback and to identify local resources that offer support to families.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
6.1 Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Co-ordinator and SENCO to collate list of assessments for pupils and staff</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Summary of assessments used for staff and pupils with evidence of feedback acted upon</li> </ul>		
6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Increased training to raise awareness and follow up to ensure staff have confidence to apply to classroom context (link 5.4)</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Evaluation of relevant training programme</li> <li>Results from the Staff Stakeholder Evaluation Forms: <ul style="list-style-type: none"> <li>Theme 8: Identifying and acting on mental health issues.</li> </ul> </li> </ul>		



<p>6.3 There is a clear identification and information sharing system for pupils.</p>	<p><b>PA</b></p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Is there a flow chart /or other information for the identification and information sharing system?</li> <li>• Consider inclusion of information at induction with new staff</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Overview/flowchart to include overview of the identification, information and referral sharing system</li> </ul>		
<p>6.4 The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.</p>	<p><b>PA</b></p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Provision map/overview of support at different levels for EWMH (see 2.2)</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• List of relevant policies or documents with relevant section of support for EWMH and sections highlighted</li> <li>• Provision map and school may include a list of other information: for pupils with medical conditions, accessibility plan, transition, links with external agencies to provide individual therapy/support</li> </ul>		
<p>6.5 Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils.</p>	<p><b>PA</b></p>	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Develop anonymous case study to exemplify practice</li> <li>• List of agencies, protocols and pathways to refer and outcomes</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• A list of agencies, pathways/ referral protocols and outcomes</li> <li>• Anonymous EHCP or other case study to demonstrate arrangements with specialist services</li> </ul>		
<p>6.6 The school provides signposts to appropriate online information, services and support.</p>	<p><b>PA</b></p>	<p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Collated evidence from discussion/displays/screen shots of trusted information and services to place on website</li> </ul>		

<p>6.7 EVALUATION: Evidence is gathered about the effectiveness of the support available for pupils' emotional and mental health needs, and appropriate follow-up action is taken.</p>		<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Copy of anonymous case study showing effectiveness of support, how needs are identified and shared. Include appropriate follow up action</li> <li>• Discuss with SENCO impact measures from range of assessments/interventions and effectiveness of support offered. Consider use of Aiding Matters or Motional in longer term</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>• Results from the Staff and Pupil Stakeholder Evaluation Forms:</li> <li>• Theme 10: Supporting pupil emotional wellbeing and mental health.</li> </ul>		
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## Objective 7

The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.

### Adviser's comments on the school's achievements

The school has a range of pupil voice mechanisms and there is now an opportunity to reflect on if there are other pupil leadership roles that can be introduced to develop important life skills. The WAS evaluation questionnaires provide the opportunity for pupil voice, staff and parent feedback to inform the EWMH strategy. An informal parent focus group and the development of parent champion roles will also help to increase parental engagement with regard to promoting positive EWMH.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
7.1 Pupil voice mechanisms are in place and used at regular points.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Collate list of pupil voice mechanism's that inform EWMH</li> <li>Use pupil perspective to inform EWMH strategy</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Range of pupil voice activities with analysis uploaded</li> </ul>		
7.2 The school works in partnership with parents/carers to respond to their views and needs.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Establish a parent informal well-being focus group for well-being (post covid) and involve governors in suggestions of how to promote parent engagement</li> <li>List of how school responds to parent views and needs – class dojo, text messages etc</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <p>Results from the Parent Stakeholder Evaluation Forms:</p> <ul style="list-style-type: none"> <li>Theme 12: Engaging the whole-school community in</li> </ul>		

		<p>emotional wellbeing and mental health issues.</p> <ul style="list-style-type: none"> <li>Document describing main links with parent/carers and how you use their feedback and comments</li> </ul>		
7.3 The school has identified 'Wellbeing Champions' from across the whole-school community.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Staff and parent well-being champions identified but further clarification of role to be developed. Include in the EWMG long term strategy</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Upload the role of well-being champions and examples of involvement</li> </ul>		
7.4 The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues.	PA	<p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Upload examples of communications used</li> </ul>		
7.5 EVALUATION: The school monitors the extent to which the whole-school community feels engaged with the school's approach to emotional wellbeing and mental health, and appropriate follow-up action is taken.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Staff CPD feedback</li> <li>Compile results, identify future actions and follow up with stakeholders from initial WAS questionnaires. Repeat and analyse in 2022</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Results from WAS questionnaires the Staff, Parent and Pupil Stakeholder Evaluation Forms:             <ul style="list-style-type: none"> <li>Theme 12: Engaging the whole-school community in emotional wellbeing and mental health issues</li> <li>From both surveys identify follow up actions and how</li> </ul> </li> </ul> <p>Identify follow up actions</p>		

## Objective 8

The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

### Adviser's comments on the school's achievements

The WAS award provides an opportunity to reflect on how information gained from attending existing networks can inform EWMH practice and how the local network of schools can share effective EWMH practice across schools. In the longer term there is the further potential for the school to share joint commissioning of services with other schools and the identification of specific EWMH pupil need will help inform this approach. Feedback from other external partners on local resources that children and their families can access in term time as well as holidays will further strengthen the EWMH provision and inform the longer term EWMH strategy.

Key performance indicator	SSEF level	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
8.1 The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.	PA	<p><b>Evidence in place:</b></p> <ul style="list-style-type: none"> <li>Discuss with SENCO what effective links with statutory agencies and the voluntary sector exist</li> <li>Consult with parents in Change team on additional voluntary sector agencies.</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>List of key external agencies and voluntary sector type of contact</li> </ul>		
8.2 The school has identified representatives who attend local mental health forums to share information and new learning.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Discuss if any content from LA headteacher briefings and SENCO network is relevant to EWMH</li> <li>List of meetings attended by subject leaders and evidence of links with EWMH</li> </ul>		

		<p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>A list of representatives including role, subject area and how information relating to EWMH is fed back/minutes</li> </ul>		
8.3 The school works with other schools to share best practice and new learning, establishing networks where appropriate.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Collation of evidence from school cluster to share effective practice to support EWMH.</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Overview of groups, agenda/minutes <b>and</b> Information shared and new learning</li> </ul>		
8.4 The school informs and participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group.	PA	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>-Analysis of data from CPOMS to inform school of level of need for future commissioning (long term)</li> <li>-Identify services commissioned and include any necessary developments in EWMH strategy</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>-A copy of data, reports and/or other written evidence to commissioners</li> </ul>		
8.5 EVALUATION: The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken.	MMDN	<p><b>Action required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>-Develop a proforma to obtain partners feedback and use recommendations for future development/ actions</li> </ul> <p><b>Evidence required for the portfolio:</b></p> <ul style="list-style-type: none"> <li>Reports/or minutes from discussions with outside partners and any follow up actions</li> </ul>		